

According to North Ogden Jr. High's Code of Conduct, students are expected to *Be Responsible*. Some students struggle with this concept and are disorganized, don't communicate well with their teachers, misbehave, and struggle academically. To help improve these skills (organization, behavior, communication, academic success) we have a Student Tracking Program where the student takes around a tracking sheet each day to record their assignments, monitor their preparedness & behavior, and communicate with their teachers. Then the student is expected to take their tracking sheet home to be reviewed with parents, and return it with a parent signature the following day to their counselor. After about 5 forms are submitted, the counselor meets with the student to do an Edline Success Check and give them a treat for successful participation with the tracking program. The data suggests that tracking is effective and the majority of the students' grades improve.

Abstract

The purpose of this study was to try to see if counselors reviewing graduation requirements with 8th grade students and their parents and talking about the importance of passing all classes to meet the graduation requirements, would decrease the number of failing grades students earned in 9th grade, thus keeping more students on line to graduate with their class. Among all of our 8th grade students who also attended Orion as 9th graders, we did see a slight reduction in the number of failing grades. As 8th graders, 130 “F” grades were received during the first 3 quarters of the year. Those same students received 120 F grades during the first 3 quarters of this year, their 9th grade year. We believe that counselors stressing the graduation requirements and the importance of passing all classes may have had a slight impact in the reduction of failing grades. We will need to track this for a few years to see if it is a consistent trend. We will continue to cover this information with students and parents because we may be having an impact on failing grades and we also feel it’s important that they understand 9th grade counts for credit and that they are shown how and why it counts.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Orion Junior High

District: Weber

Target Group: (whole school, entire class, grade level) All 8th graders

Target Group selection is based upon the following data/information/school improvement goals: Target group based on the fact that they will be 9th graders next year and all their grades and credits will now count toward high school graduation.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Increasing student knowledge of graduation requirements, particularly helping them to understand the importance of passing all their classes and that failing classes can result in not graduating and or having to make up credit to graduate.	Future planning. Knowledge of graduation requirements. Decrease in the number of failing grades received in the 9 th grade as compared to what the same students received in the 8 th grade. Increased student desire to graduate and pass all classes.		Nov. '06 to Mar. '07	260	To all 8 th grade students in the individual SEOP (all of which are conducted by counselors). Parents are invited to and most attend these SEOP conferences. We go over the graduation requirements in detail with all students and express to them the importance of 9 th grade with it being their permanent high school transcript, especially encouraging students not to receive any failing grades in 9 th grade because that could drastically affect their ability to graduate. Some students (at risk based on poor grades in 7 th and or 8 th grade) were shown more specifically how F grades in 9 th grade would affect their ability to graduate.	Grades – number of F (failing grades). A comparison of all students grades who attended Orion in both 8 th and 9 th grade will be made to see if they had more, less or about the same amount of F's as 9 th graders as they did when they were in 8 th grade.

Principal's Signature

Date 8/10/06

Prepared By Steve Short

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: **Steve Short**

District: **Weber**

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Steve Short	All 8 th Graders		Nov. 06' to Mar. 07'	260		Among all of our 8 th grade students who also attended Orion as 9 th graders we did see a reduction in the number of failing grades. As 8 th graders, 130 F grades were received during the first 3 quarters of the year. Those same students received 120 F grades during the first 3 quarter of this year, their 9 th grade year. So we see a small deduction (10) in the number of F grades received in 9 th grade when compared with 8 th . (we did not use 4 th quarter grades because they are not out yet for this year and so we could not compare)	We are not sure about the implications? We believe that the 8 th grade individual SEOP's stressing the graduation requirements and importance of passing all classes in relation to high school graduation may have had an impact in the reduction of F's but even if it did, only slightly. We will need to track this for a few years to see if it is a consistent trend. We will not change the SEOP because we may be having an impact on F's and we like the fact that at least they were told 9 th grade counts for credit and shown how and why.

Principal's Signature _____

5/16/2007
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Closing the Gap Abstract

School: Orion Jr. High School

District: Weber

Counselor: Laurie Moyes

ABSTRACT:

Orion Jr. High's project was to present a series of study skills lessons to the students enrolled in Options. The students enrolled in Options are typically those who struggle academically and have limited motivation. Our goal was to arm them with academic and cognitive strategies that they could apply. The intended result was that when each student applied these study strategies, their overall GPA would improve. For evaluation, students provided self-report data in the form of a study skills questionnaire. The questionnaires were administered during the first and last session of the group. We also compared students' GPA for significance in the outlined improvement areas. These results were tabulated just prior to the end of 2nd quarter and post 3rd quarter. On the self report study skills questionnaire, there were four areas of significant improvement: use of a planner, understanding how homework is graded, turning in assignments, and taking notes from text. Only one area decreased: preparedness to participate in class discussions. Although the self-report data indicated that the students were beginning to apply the study skills strategies, this did not translate into improved grades. The average GPA dropped .17 points. Overall, it appears the method of teaching study skills was ineffective in achieving the desired result—higher student GPA's.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Orion Jr. High School District: Weber School District

Target Group: Students Enrolled In Options Classes

Target Group selection is based on the following data/information/school improvement goal: Students are placed in the Options class on the recommendation of the school counselor. Typically students in this class are behind in school or have trouble keeping up with their classes.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Students will be exposed to a variety of study skills and strategies. The intended student behavior is that they will begin to apply these strategies resulting in an improvement in overall GPA.		One study skills lesson per week for ten weeks. Topics include: -Setting goals -Using a planner -Confronting irrational self talk. -Organization -Following directions -Listening -Note taking -Test taking strategies -Fighting anxiety -Did I meet my goals?	Ten days of time from one of the members of the counseling staff.	Students will provide self report data in the form of a study skills questionnaire during the first and last sessions of the group. We will also compare students GPA from 2 nd quarter (before) to their PGA from 3 rd quarter (after).	1/18/07 – 3/22/07	30-50

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: _____ District: _____

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
USU Counseling student, Danielle Pedersen, under the supervision of Laurie Moyes (Counselor) and Jackie Cunningham (Options Aide)	Students enrolled in Options classes	<p>Guide to study skills and strategies</p> <p>Helping students overcome anxiety and depression.</p> <p>Study skills that stick</p> <p>Test taking tips and strategies.</p>	1/18/07 – 3/22/07	<p>33 students participated in the study skills curriculum start to finish.</p> <p>Approximately 15 more added or dropped the class mid-quarter.</p>	On the self report data, four areas significantly increased: use of a planner, understanding how homework is graded, turning in assignments, and taking notes from text.	Although the self report data implied students were applying study skills strategies, this did not translate into improved grades. The average GPA dropped .17 points.	Overall, the method was ineffective in achieving the desired result – higher student GPA’s.

ABSTRACT

265 8th grade students at Roy Jr. High were involved in a career exploration program called Reality Town. Students were given a pre-test and post-test to determine what they knew and learned. Students completed a career inventory, in History, to choose a career, and were taught how to get a job in their chosen career. They were taught things they would need to know in order to manage monthly living expenses based on the income of their chosen career. Students learned the correlation between getting good grades and being able to choose their career to survive in the real world. During SEOP's we emphasize the importance of good grades and the relationship of career decisions and continued education.

Utah CCGP Guidance Activities Action Plan (Large Group) 2005-2006

School: Roy Jr. High

District: Weber School District

Target group (whole school, entire class or grade level): 8th Grade Students

Target group selection is based upon the following data/information/school improvement goal:

Guidance Lesson Content	Identify the Utah CGP student outcome or Desired Result for Student Learning	Curriculum and Materials	Project start/end dates	Projected number of students impacted	Lesson will be presented in which class or subject?	Evaluation methods (How will the results be measured? Pre/post tests, number of students retained, test scores, etc.)
<p>Students will experience:</p> <p>How their education impacts them in their world of work.</p> <p>How the choices they make from this point on can affect the life they will have as an adult.</p> <p>That they do have control over some of their choices.</p> <p>Career exploration, write a resume, balance a checkbook, and fill out job applications.</p>	<p>Understanding the relationship between educational achievement and career planning</p> <p>Understand the need for positive attitudes towards work and learning.</p> <p>Skills to locate, evaluate, interpret career information.</p> <p>Skills to prepare, seek, obtain, maintain and change jobs.</p> <p>Understand how societal needs and functions influence the nature and structure of work.</p> <p>Skills to make decisions.</p> <p>Understand the interrelationships of life roles.</p>	<p>Reality Town Program.</p> <p>Career Search paper and access to internet to go to bridges.com.</p> <p>Resume writing by having students do a Personal Facts sheet found in Reality Town curriculum.</p> <p>Samples of checks and a check register for writing checks and balancing a checkbook as found in Reality Town curriculum.</p> <p>Employment Application forms as found in the Reality Town curriculum.</p> <p>SEOP appointments in which students choose a Career Pathway</p>	<p>Start: January 8, 2007</p> <p>End: March 16, 2007</p>	<p>265 Students 8th grade.</p>	<p>Career Pathway choices during 8th grade SEOP.</p> <p>Career search paper and Bridges search done in History.</p> <p>Resume is done in English.</p> <p>Employment applications done in Science.</p> <p>Check writing and balancing a checkbook done in History.</p>	<p>Did the students have a Career Pathway chosen after they completed their SEOP and did it change after Reality Town?</p> <p>Pre test with questions about a financial plan, budgeting, careers, pay and income, taxes, credit, home ownership, importance of grades.</p> <p>Post test utilizing the same questions.</p> <p>Classroom discussions before experience.</p> <p>Classroom discussions after experience.</p>

Principal's Signature

05-01-07

Date

04-11-07

Date of Staff Presentation

Ryan Richins

Prepared By

Utah CCGP - Guidance Activities Action Plan Results Report (Large Group) 2005-2006

School: Roy Jr. High

District: Weber School District

Counselor	Target Group	Curriculum and Materials Used	Start End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)
Ryan Richins Rene' Crump Laura Swenson	All enrolled 8 th grade students.	Reality Town curriculum. Career Search paper. Bridges.com Personal Facts Sheet Blank check books Check register for balancing check book. Volunteers Employment application.	Start: January 8 th 2007 End: March 16 th 2007.	265 8 th grade students.	Pre-test: Questions found in the Reality Town curriculum on finances, budgeting, careers, income and taxes, home buying, and importance of grades. Post-test: Same questions.	Most students didn't know how important it is to have good grades to get into a career of their choice. Most students knew the correct answers on the pre-test except what a wage is and what a mortgage is, but knew the answers on the post-test. After the Reality Town experience the biggest change in the test results was that students now see how important good grades are for a good career. 95% of the 8 th grade participants enjoyed the experience and indicated it was a worthwhile experience.	Most students have a basic understanding of what their parents do to survive in real life, run a house hold and provide for their families. Students are able to see the importance of getting better grades if they want to get into a career that will take care of their family or current expense habits. The comments made to teachers by the student participants is that they were upset because they didn't get the job they wanted, especially when they found out it was because of their grades.

Principal's Signature

05-01-07

Date

Abstract

The purpose of this study was to allow students to continue our three year career exploration process by job shadowing an adult for a day. Of the 324, 9th grade students at Roy Junior High, 201 obtained permission to job shadow and were excused from school. These students selected who they shadowed and had a full day experience shadowing either a college graduate (42), a post high school trained person (47), or a high school graduate (42) to experience their work day. Students evaluated the experience by completing the attached worksheet. They had various responses to the positive and negative aspects of the jobs. Students(118) reported that this was a valuable experience.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Roy Junior High

District: Weber School District

Target Group: 9th Grade Students

Target Group selection is based on the following data/information/school improvement goal : DRSL: Employability skills; work ethic; cooperation/social interaction; academic skills

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
9 th Grade Job Shadow Experience	Comprehensive Guidance Program Standard X Career exploration activity provided to 9 th grade students	Classroom presentation Parent permission slip Job Shadow Activity Worksheet	Counselor English Teachers	Worksheet Post Experience class discussion lead by English teachers	January 23, 07 February 6, 07	All 9 th grade students (324)

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Roy Junior High

District: Weber School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
R. Crump R. Richins L. Swenson	All 9 th grade students (324)	Classroom presentation Worksheet for extra credit in English classes	Jan. 23, 07 To Feb. 6, 07	201 of 324 (62%)	Pre Test: No 9 th grade student has job shadowed an adult at work and experienced an 8 hour work day. Post Test: <u>Each 9th grade student reported</u> 3 positive things 3 negative things About the experience 128 students Recommended that Job Shadow be offered next year.	9 th Grade students Job Shadowed; 42 persons with College Degree 47 persons with post high school training 42 persons with high school diploma English teachers reported that students returned from experience with strong impressions. i.e. I don't want that for a job. It was boring. Not enough money.	This experiential activity allowed student a reality based exposure to jobs and career choices. It identified some job myths. Students are better prepared to choose a career based on salary, work conditions (office vs laborer) work alone, work with others. Student are better prepared to select a career they will enjoy

Principal's Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Job Shadow Presentation

Counselors talk with you about what kinds of things? Schedule Change, SEOP, Registration, Career Guidance etc.

Today I want to talk with you about Career Guidance. This year (2006-07) Roy Junior High is offering to students in 9th grade the opportunity to participate in a personalized career exploration experience.

In 7th grade you participated in several career exploration activities in your TLC classes. You learned about personally types and how this can help you select a future career that will bring Job Satisfaction. Also, you explored in general some areas of possible interests.

In 8th grade you participated in “Reality Town”. This experience had you living your life sometime in the future with a job and salary based on education, experience and employability..

Now as 9th graders you have the opportunity to select a person with a career that interests you and Job Shadow that person for one day. You will learn what that person does at work.

Why do this? You will quickly determine if it is a job you are interested in pursuing. I had a young man job shadow me when I worked at DCFS. He thought he wanted to be a social worker and help people. He quickly found out that being a social worker at DCFS was not his idea of helping people. He also found out that social workers do not make very much money. They make about as much as school teachers. School teachers spend most of their time with students helping them learn. He did confirm for himself that he wanted to work in a job with people. He now works in public relations for a large national department store. He makes lots of money and works with people.

My sister is an accountant. She makes much more money than I do. She enjoys working with budgets, and money. Most of her day is spent by herself keeping ledgers and balancing books. She does spent some time with people but not as much as working by herself.

Hand out Job Shadow form and go over it. Return signed form by Friday January 26th.

Go over worksheet

Questions

9th Grade Job Shadowing

This year (2006-07) Roy Junior High is offering to students in 9th grade the opportunity to participate in a personalized career exploration experience. Students will “job shadow” an adult for one day to learn what that person does at work. In 8th grade students participated in “Reality Town” to explore career choices, and in 7th grade students participated in several career exploration activities in their TLC classes.

To be eligible to participate, 9th grade students will 1-select a person they wish to accompany to work for one day; 2- ask that person if they may accompany them to work on Friday, February 2, 2007. 3- gain parental permission to participate in “job shadowing”. Students will provide their own transportation to and from the job shadowing experience. Students will be excused from school attendance if they 1-return the signed parental permission slip; 2-complete and hand in the worksheet about the job shadowing experience by Tuesday, February 6, 2007.

Students who are not eligible to participate will attend school February 2, 2007.

I give permission for my student _____ to participate in the job shadowing experience on February 2, 2007. I understand that my student will be at a job sight during the school day and may be excused from school if they complete and return the job shadowing worksheet.

Parent/Guardian Signature: _____ Date: January, 2007

Job Shadow Worksheet

Student's Name: _____ Date _____

Name of Person who you Job Shadowed: _____

Place of Employment of Person you Job Shadowed: _____

Job Title of Person you Job Shadowed: _____

How did you select this person to Job Shadow? _____

Did you learn things during 7th and 8th grade career exploration that influenced your decision about which job to Job Shadow? Yes/No What? _____

List 3 things that are positive about this person's Job/Career:

1 _____

2 _____

3 _____

List 3 things that are negative about this person's Job/Career

1 _____

2 _____

3 _____

Would you suggest that Roy Junior send students on a Job Shadowing experience next year? Yes _____ No _____

Student Signature: _____

Person who you Job Shadowed Signature: _____

Parent/Guardian Signature: _____

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Sand Ridge Junior High

Target Group: Whole School (746 students)

Target Group selection is based upon: Academic/Learning Development

ABSTRACT

The mentoring program at Sand Ridge Junior High is a school-wide, goal-setting program. Students are asked to set four academic goals during a school year, coinciding with the academic quarters, and communicate these written goals to both their mentor teacher and their parent/guardian. Each term report cards are used to measure goal attainment. If the goal was achieved and verified by their mentor teacher, and the parent form returned, they earned the incentive: candy bar, in-school stomp, bookstore coupon, and a swim pass. Also, if a student reached his/her goals all four quarters, he/she received a unique goal-setting pin. Mentoring has been operating for several years and with between thirty and fifty percent of students meeting their goals each quarter, the counseling department decided to evaluate student, parent and teacher perceptions of the program to determine: 1) whether or not it should continue, and 2) if it does continue, what aspects of the program could be improved. To assess, we asked students, parents and teachers to complete an anonymous survey. We collected 661 student, 320 parent, and 27 teacher surveys. Results from all surveyed groups indicate that mentoring is generally viewed as a positive program at Sand Ridge Junior High. Additionally, all three groups believe that the program should continue, but that the incentives need to be improved.

PROJECT DESCRIPTION

Introduction

- 1) Improve academic self-concept (Standard A, Objective 1); 2) Acquire skills for improved learning (Standard A, Objective 2); 3) Achieve school success (Standard A, Objective 3)

Participants

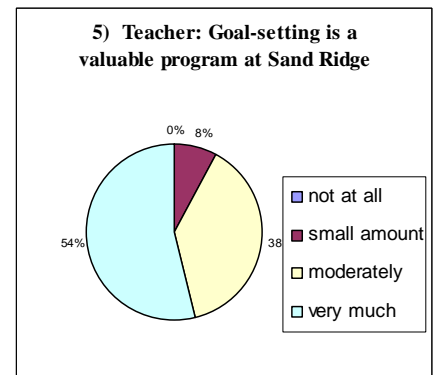
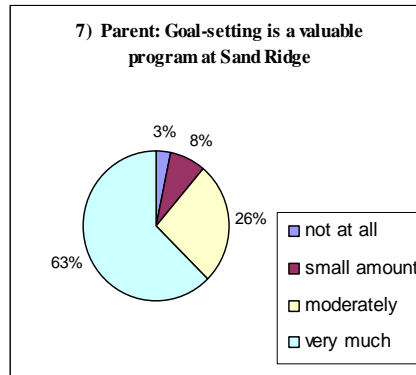
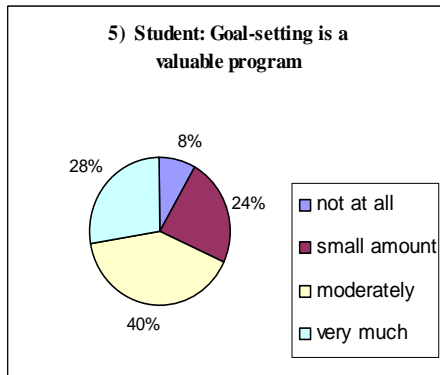
- All student at SRJH (746)

Method

- Guidance Lesson Content: 1) Explore the relationship between goal-setting and academic improvement; 2) Understand the basic principles of setting goals
- Curriculum and Materials: goal-setting forms (quarterly), rewards (quarterly), goal-setting curriculum, student report cards (quarterly), goal-setting pins (goals met all 4 terms)
- Project Start and End Dates: September 15, 2006 – May 8, 2007
- Class or Subject in Which the Lesson will be Presented: Mentoring class (students' home room on a morning activity schedule)
- Evaluation Methods: anonymous student, parent and teacher surveys
- Counselor(s): Linda Smith, Joel Robins
- Curriculum and Materials Used: goal-setting forms, rewards: candy bars, bookstore coupons, swim passes, goal-setting curriculum, student report cards, goal-setting pins

RESULTS

All groups surveyed believe that mentoring /goal-setting is a valuable program (Students: 68%, Parents: 89%, Teachers: 92%). Ninety-three percent of parents and 92 percent of teachers report that parental involvement is an important component of the program. All groups surveyed indicated a need for modifications of incentives.



DISCUSSION

The mentoring/goal-setting program at SRJH is viable and should continue. The counseling department intends to modify the quarterly incentives by soliciting community donations and working with the PTSA. Additional program changes could be considered and implemented based on this data project.

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Sand Ridge Junior High

Target Group: Eighth Grade Students

Target Group selection is based upon: Academic/Learning Development

ABSTRACT

Taking advantage of the fact that Sand Ridge Junior High has five licensed school counselors on staff, during the 2005 – 2006 school year the counseling department changed the SEOP process for eighth grade students. Prior to this adjustment, individual eighth grade SEOPs were conducted by the two employed counselors. The primary difference in the process is that individual SEOP appointments (half-hour) are scheduled with one of the five licensed counselors, not necessarily with the student's assigned counselor; conferences are held in the school library. This format allows for eighth grade SEOPs to be completed in two days rather than the average four to six week period. Based on the success of this modification, the counseling department decided to use this method again for eighth grade SEOPs for the 2006 – 2007 school year. Recognizing that a process should not continue simply because of increased efficiency (at the expense of customership), we felt it was appropriate to evaluate the program to determine if students' needs are being met. To assess, we asked students and parents to complete an anonymous, eight question post-SEOP survey. Out of the 213 eighth grade students, we collected 92 student surveys, and 81 parent surveys. The response from both students and parents was overwhelmingly positive. The data clearly shows that the program for eighth grade SEOPs is effective and should be continued.

PROJECT DESCRIPTION

Introduction

- Plan to achieve goals through the implementation of a Student Education Occupation Plan (SEOP) (Standard C, Objective 1)
- Gain an understanding of how to appropriately plan for educational and occupational future

Participants

- All eighth grade students (213)

Method

- Guidance activity: Individual SEOP with a licensed counselor
- Curriculum and materials: six licensed school counselors; SEOP training by the two designated school counselors; SEOP forms; use of school library
- Project start/end date: March 19 and 21 2007
- Evaluation method: anonymous post-SEOP student and parent survey
- Counselors: Linda Smith, Joel Robins
- Curriculum and materials Used: SEOP forms, 4 yr Plan forms, credit evaluation forms, written information about high school programs, IOWA test results, student files, credit make-up forms, ATC program brochures

RESULTS

The combined results from 92 student surveys and 81 parent surveys yielded the following:

95% reported the SEOP was worthwhile,

98% reported that the content of the SEOP was useful,

99% reported that the setting and tone of the SEOP was friendly,

100% reported that the SEOP was personalized

97% reported that concerns were addressed in the SEOP

97% reported that the IOWA results were adequately provided and discussed

96% reported that building a 4 year plan was valuable

DISCUSSION

Results indicate that using multiple licensed counselors for the 8th grade individual SEOPs is effective and should continue. The data further indicated that both students and parents found the content of the SEOP useful.



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Snowcrest Junior High

Target Group: The whole school. 329 students

Target Group selection is based upon: All students will be exposed to career opportunities and based on individual interest; the student will focus in on a career and will be able to determine what career is compatible to them. Decisions will be determined through the SEOP process.

ABSTRACT

The purpose of this study is to encourage all students at Snowcrest Jr High, to determine a career path, so that in the future they will be guided to enroll in classes that are compatible to their interests and career goals. At the beginning of the year only 25% of our students had determined a career field. To increase the numbers, students received individual conferences and career exploration opportunities. These opportunities were given through English and TLC classes and through the SEOP process. Students were given access to Choices Explorer, The Career Game and the Be Real Game. The Electronic SEOP's were also used. Teachers reinforced the career information by assigning coursework that would include careers; resumes etc...At the end of the school year there was an increase of 12%. This process tells us that if students are given knowledge and encouragement then declaring a career field will be much easier. It was reported at the end of the year that 47% of the students had declared a career path.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Snowcrest Junior High

District: Weber County Schools

Target Group: (whole school, entire class, grade level) Entire school 329 students, will be exposed to career opportunities and based on individual interests the student will focus in on prospective careers and will be able to determine and set a career tech goal through the SEOP.

Target Group selection is based upon the following data/information/school improvement goals: All students grades 7th, 8th and 9th graders, will be given opportunity to search careers based on their interests and through the SEOP the student will focus in on one desired career option.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
<p>All SEOP's will be held individually with the school counselor.</p> <p>Handouts given and explained to parents and students about the career exploration that the student will experience, throughout the school year.</p> <p>Lessons given through English classes on career exploration.</p>	<p>Students will attain a greater understanding for the SEOP process and realize that the SEOP is all about career planning.</p> <p>Students will learn to make life/career plans through the SEOP process.</p> <p>Students will focus on their desired career path.</p>	<p>Individual conference folders.</p> <p>Use of Choices Explorer Program that is introduced in TLC classes.</p> <p>The Career Game: Explorer Edition.</p> <p>The Be Real Game. Resume writing etc...</p> <p>Electronic SEOP's</p>	<p>August 23rd 2006-May 11th 2007</p>	<p>329 students</p>	<p>Lessons will be provided by the counselor through the English classes.</p> <p>Teachers will reinforce the career information through certain assigned coursework.</p>	<p>At the end of the school year the number of students who were able to declare or choose a career field or pathway.</p> <p>Students have updated their ESEOP's.</p>

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Snowcrest Junior High School

District: Weber County Schools

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
<p>All SEOP's were held individually with the school counselor.</p> <p>All students received information regarding career exploration.</p> <p>Counselor also conducted guidance lessons in the English classes, regarding career exploration.</p>	<p>All 329, 7th, 8th, and 9th grade students who all have an annual SEOP meeting with parents and counselor.</p>	<p>Individual conference folders.</p> <p>Use of Choices Explorer Program that is introduced in TLC classes.</p> <p>The Career Game: Explorer Edition.</p> <p>The Be Real Game. Resume etc...</p> <p>Electronic SEOP's</p>	<p>August 23rd 2006-May 11th 2007</p>	<p>329 students</p>	<p>At the end of the school year the number of students who were able to declare or choose a career field or pathway determined our data.</p>	<p>More students reported that it was much easier for them to determine a career field.</p>	<p>The data tells us that if students are given knowledge and encouragement, then declaring career fields or pathways will be easily decided.</p> <p>Now that students have been given guidelines to determine their career field or pathway, students are encouraged to enroll in proper high school, early college, and tech training courses.</p> <p>Students have also updated their ESEOP.</p>

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Snowcrest Junior High School

Target Group: 7-9th grade students failing Math and/or English (54 students)

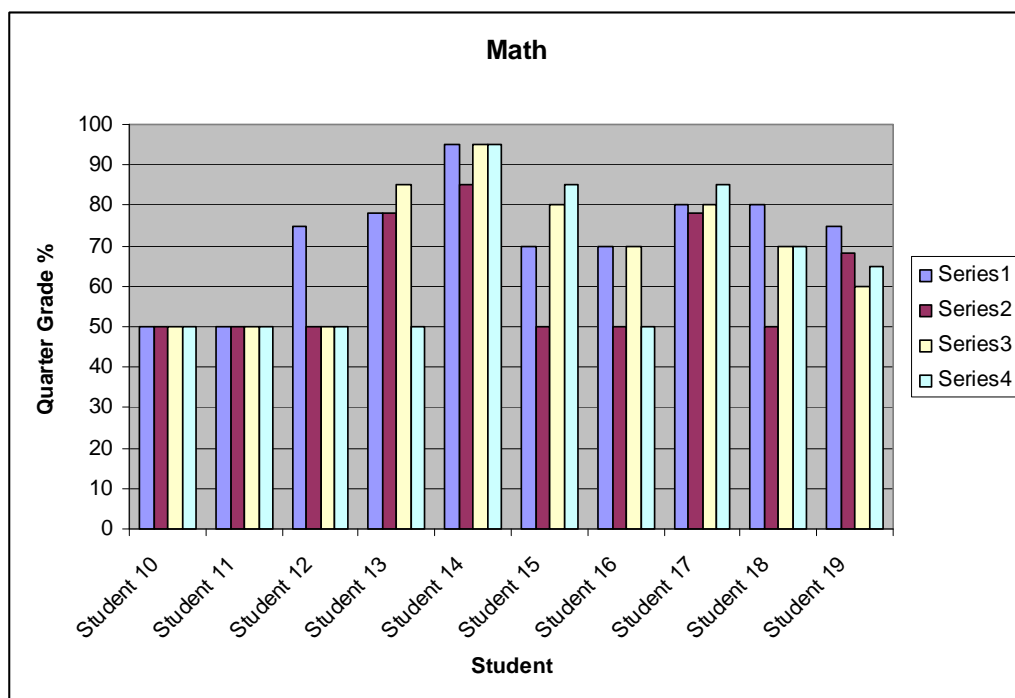
Target Group selection is based upon: Students monitored/tracked in the Options program will improve grades each quarter. Model for Options has been changed. Rather than having a class, the Options teachers are among the students in Math and English classes, so that more students may be given the opportunity for services.

ABSTRACT

The purpose of this data study was to assess 54 students, in the 7-9th grade, who were identified as having academic difficulties in Math and/or English. This data study is based on the model that has been tweaked this year in our Options program. Our Options teachers were assigned to the English and Math departments, to assist and track our struggling students. Our Options teachers and counselor used different methods of tracking to help these students, in hopes that the quarter grades would improve. We kept track of grades weekly and quarterly. The Options teachers met with students weekly as monitors and tutors. The Counselor met with students twice quarterly. We anticipated that grades would improve each quarter. After all of the intervention we found that 1/4 of these student's grades did improve. Quarter grades were used to establish the data. The data showed us that most of our options (tracked) students have better grades at the beginning of the school year. We attribute that to three possibilities: the attitude of the students, the excitement of the new school year, and as the school year goes on the material becomes more difficult. (See sample below) Even though we didn't see enormous results, we felt that the students, who received help, still benefited from services.

RESULTS

Sample Chart of Math Students 10-19:



Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Snowcrest Junior High District: Weber County Schools

Target Group: Students in the Options program (53 students)

Target Group selection is based on the following data/information/school improvement goal: Students monitored/tracked in the Options program will improve grades each quarter.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Student's math and English grades will improve each quarter.	<p>Students will improve math and English grades each quarter and they will gain the knowledge necessary to improve those grades.</p> <p>Students will apply what they learn so that they will be prepared to take the next level classes.</p>	<p>Counselor will meet with each monitored student, shortly after every Mid-term and Quarter end, to discuss progress and provide suggestions for increasing study and organization skills.</p> <p>Options teachers will be in the English and math classes weekly to monitor and provide services.</p>	<p>2 Options teachers and 1 counselor. Materials from the online evaluation for Options students will be used and the teachers will use their own evaluation and tracking forms.</p>	<p>Students will meet individually with the Options Teachers, weekly, in both math and English throughout the year.</p> <p>At Midterm and Quarter ends the Options teachers and counselor will meet to discuss student needs and improvements.</p> <p>Monitoring is noted in written form and student progress will be written down by the options teachers and counselor.</p>	<p>August 23rd 2006-May 11th 2007</p>	<p>53 Students (7th-9th grade) monitored at the beginning of the school year until the end.</p>

Principal's Signature

Date

Date of Staff Presentation

Prepared By

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Snowcrest Junior High School

District: Weber County Schools

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
<p>Counselor will prepare the monitoring sheets and will keep track of student progress in a binder.</p> <p>Options aides will monitor students on a weekly basis.</p> <p>Every 4 ½ weeks the counselor will meet individually with the student to track progress and promote ideas for grade improvement.</p>	<p>7th – 9th grade students who are failing math and/or English classes.</p>	<p>2 Options teachers and 1 counselor. Materials from the online evaluation for Options students will be used and the teachers will use their own evaluation and tracking forms.</p>	<p>August 23rd 2006-May 11th 2007</p>	<p>This process and intervention will affect 53 students.</p>	<p>After reviewing the monitor/tracking sheets the majority of the students tracked did improve their academic performance and received better grades from the beginning of the school year.</p>	<p>Interventions were implemented and grades in math and English were recorded.</p> <p>(See Excel spreadsheet with graphs and data)</p>	<p>The data doesn’t show much improvement as far as grades overall, however the data does point out that most of our option (tracked) students have better grades at the beginning of the school year. There are several reasons as to why this occurred, however can be narrowed down to 3 possibilities.</p> <ol style="list-style-type: none"> 1. Attitude and desire of student 2. New year and excited about school 3. As the school year goes on, the more difficult the material becomes

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

	M Q1	M Q2	M Q3	M Q4
Student 1	50	50	50	50
Student 2	75	50	50	50
Student 3	50	50	50	50
Student 4	75	50	50	50
Student 5	78	50	50	70
Student 6	70	50	50	50
Student 7	50	50	50	50
Student 8	50	50	50	50
Student 9	70	70	50	78
Student 10	50	50	50	50
Student 11	50	50	50	50
Student 12	75	50	50	50
Student 13	78	78	85	50
Student 14	95	85	95	95
Student 15	70	50	80	85
Student 16	70	50	70	50
Student 17	80	78	80	85
Student 18	80	50	70	70
Student 19	75	68	60	65
Student 20	78	50	50	50
Student 21	50	70	50	50
Student 22	50	50	50	50
Student 23	85	70	50	50
Student 24	78	50	50	50
Student 25	78	50	50	50
Student 26	50	50	50	50
Student 27	50	50	50	50
Student 28	50	50	50	50
Student 29	50	50	50	50
Student 30	50	50	50	50
Student 31	50	50	50	50
Student 32	50	50	50	50
Student 33	75	75	50	60

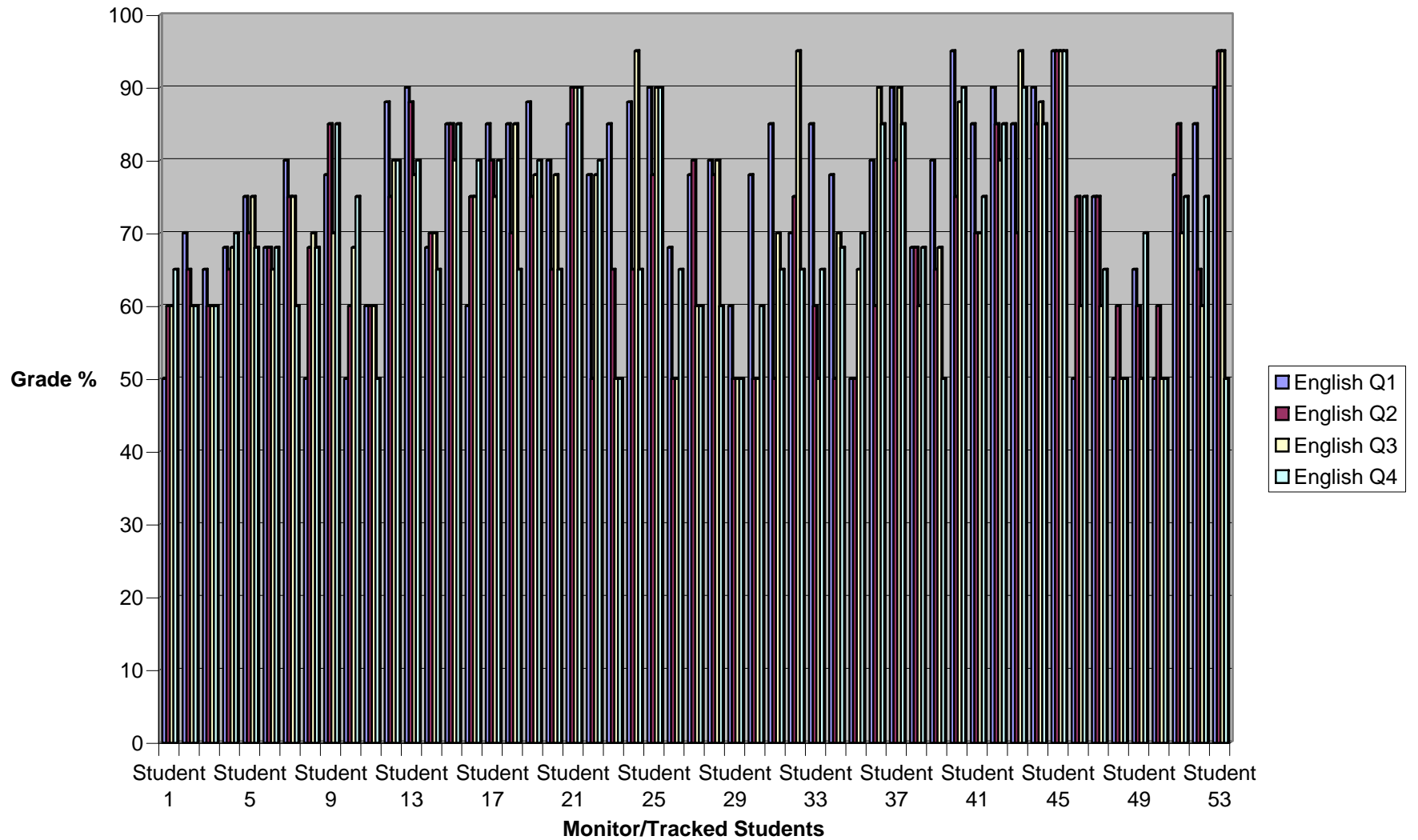
E Q1	E Q2	EQ3	E Q4
50	60	60	65
70	65	60	60
65	60	60	60
68	65	68	70
75	70	75	68
68	68	65	68
80	75	75	60
50	68	70	68
78	85	70	85
50	60	68	75
60	60	60	50
88	75	80	80
90	88	78	80
68	70	70	65
85	85	80	85
60	75	75	80
85	80	75	80
85	70	85	65
88	75	78	80
80	65	78	65
85	90	90	90
78	50	78	80
85	65	50	50
88	65	95	65
90	78	90	90
68	50	50	65
78	80	60	60
80	78	80	60
60	50	50	50
78	50	50	60
85	50	70	65
70	75	95	65
85	60	50	65

% Scale	Letter Grade
95=	A
90=	A-
88=	B+
85=	B
80=	B-
78=	C+
75=	C
70=	C-
68=	D+
65=	D
60=	D-
50=	F

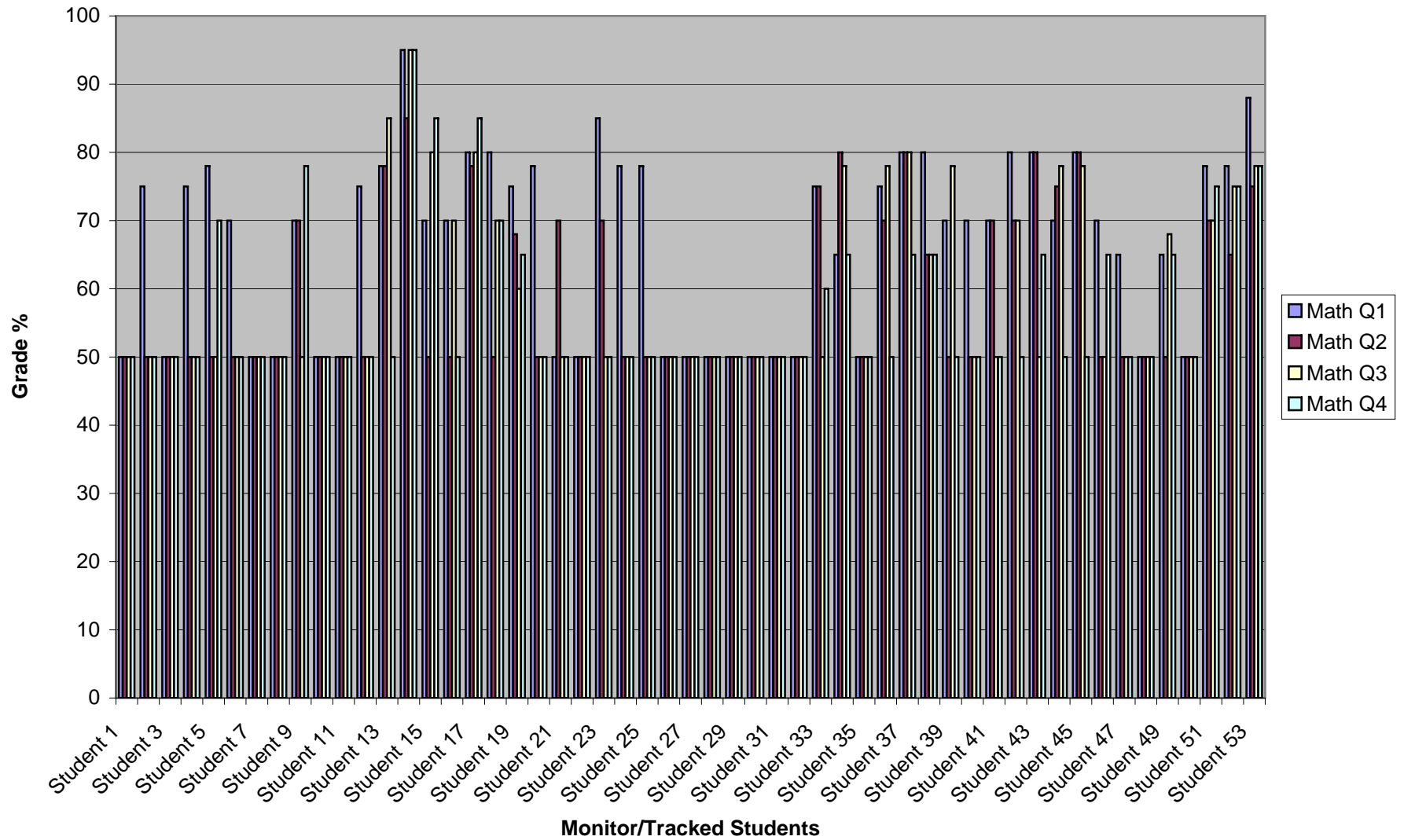
Student 34	65	80	78	65
Student 35	50	50	50	50
Student 36	75	70	78	50
Student 37	80	80	80	65
Student 38	80	65	65	65
Student 39	70	50	78	50
Student 40	70	50	50	50
Student 41	70	70	50	50
Student 42	80	70	70	50
Student 43	80	80	50	65
Student 44	70	75	78	50
Student 45	80	80	78	50
Student 46	70	50	50	65
Student 47	65	50	50	50
Student 48	50	50	50	50
Student 49	65	50	68	65
Student 50	50	50	50	50
Student 51	78	70	70	75
Student 52	78	65	75	75
Student 53	88	75	78	78

78	50	70	68
50	50	65	70
80	60	90	85
90	80	90	85
68	68	60	68
80	65	68	50
95	75	88	90
85	70	70	75
90	85	80	85
85	70	95	90
90	85	88	85
95	95	95	95
50	75	60	75
75	75	60	65
50	60	50	50
65	60	50	70
50	60	50	50
78	85	70	75
85	65	60	75
90	95	95	50

English Students



Math Students





CCGP Data Project Report – Large Group, 2007

Abstract

In this study, 230 8th grade students at South Ogden Junior High were surveyed to determine their understanding of career planning and how educational achievement relates to career opportunities. Participants were given a pre-test consisting of five career and educational-related questions. Following the pre-test, students participated in The Career Game and Red Hot Jobs. After completing these activities, students were given a post-test. A significant difference was found between pre and post tests in regards to students' perception of career planning. The results indicated a 44% increase of students answering "for sure" they knew how to get information on careers they were interested in. The study indicated that students' knowledge of careers and interests increased significantly after participating.

Utah CCGP Guidance Activities Action Plan (Large Group) 2006-2007

School: South Ogden Junior High

District: Weber School District

Target group (whole school, entire class or grade level): 8th Grade

Target group selection is based upon the following data/information/school improvement goal: Career exploration, understanding interests and abilities.

Guidance Lesson Content	Identify the Utah CGP student outcome or Desired Result for Student Learning	Curriculum and Materials	Project start/end dates	Projected number of students impacted	Lesson will be presented in which class or subject?	Evaluation methods (How will the results be measured? Pre/post tests, number of students retains, test scores, etc.)
Career Exploration Understanding interests and abilities Self-inventory	CGP competencies: Knowledge of the benefits of educational achievement to career opportunities. Understanding the process of career planning. Skills to locate, understand, and use career information.	The Career Game Red Hot Jobs Pre-Post Tests	Feb 2007	8 th Grade Class Approx. 256 students	US History classes (Mr. Larsen, Mrs. Judd)	Pre/Post test

Bill Grilz
Principal's Signature

09/14/06
Date

03/20/07
Date of Staff Presentation

Glen Porter, Jennifer Paige
Prepared By

Utah CCGP – Guidance Activities Action Plan Results Report (Large Group) 2006-2007

School: South Ogden Junior High

District: Weber School District

Counselor	Target Group	Curriculum and Materials Used	Start End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)
Glen Porter Jennifer Paige	8 th Grade students	The Career Game Red Hot Jobs Pre-Post Tests	Start: Feb. 15 th , 2007 End: Feb. 16 th , 2007	230 8 th grade students participated	Students' knowledge of careers and interests increased after participating in The Career Game and Red Hot Jobs. Pre-Test: 67% of students felt they knew what career they wanted to pursue after high school Post-Test: 78% of students felt they knew what career they wanted to pursue after high school	Question 3 – 44% increase of students answering "for sure" they knew how to get information on careers they are interested in. Question 4 – 18% increase of students answering "for sure" they understand how their interests help them choose a career. Question 5 – 31% increase of students answering "for sure" they know how to choose elective classes that will help their career path.	Students have an increased understanding of how their interests will help them choose a successful career path. The Career Game and Red Hot Jobs helped students understand career planning.

Bill Grilz
Principal's Signature

02/21/2007
Date

02/21/2007 Glen Porter, Jennifer Paige
Date of Staff Presentation Prepared By

The Career Game – 8th Grade
Pre-Test

- 1 – I know what career I would like to pursue after high school.
A) Yes B) No
- 2 – I think it is important for a junior high student to start career planning.
A) Yes B) No
- 3 – I know how to get information on various careers I am interested in.
A) Not at all B) Somewhat C) Mostly D) For Sure
- 4 – I understand how my interests will help me choose a career I can be successful in.
A) Not at all B) Somewhat C) Mostly D) For Sure
- 5 – I know how to choose elective classes that will help me with my career path.
A) Not at all B) Somewhat C) Mostly D) For Sure
-

The Career Game – 8th Grade
Post-Test

- 1 – I know what career I would like to pursue after high school.
A) Yes B) No
- 2 – I think it is important for a junior high student to start career planning.
A) Yes B) No
- 3 – I know how to get information on various careers I am interested in.
A) Not at all B) Somewhat C) Mostly D) For Sure
- 4 – I understand how my interests will help me choose a career I can be successful in.
A) Not at all B) Somewhat C) Mostly D) For Sure
- 5 – I know how to choose elective classes that will help me with my career path.
A) Not at all B) Somewhat C) Mostly D) For Sure

Large Group Closing the Gap Results 2006/2007

Total 8th Grade Participation = 230

Pre-Test Results:

(230 participated)



1 - I know what career I would like to pursue after high school.

- | | |
|--------------|-----|
| A) yes - 154 | 67% |
| B) no - 76 | 33% |

2 - I think it is important for a junior high student to start career planning.

- | | |
|--------------|-----|
| A) yes - 194 | 84% |
| B) no - 36 | 16% |

3 - I know how to get information on various careers I am interested in.

- | | |
|--------------------|-----|
| A) not at all - 18 | 8% |
| B) somewhat - 92 | 40% |
| C) mostly - 85 | 37% |
| D) for sure - 35 | 15% |

4 - I understand how my interests will help me choose a career I can be successful in.

- | | |
|--------------------|-----|
| A) not at all - 10 | 4% |
| B) somewhat - 32 | 14% |
| C) mostly - 77 | 33% |
| D) for sure - 111 | 48% |

5 - I know how to choose elective classes that will help me with my career path.

- | | |
|--------------------|-----|
| A) not at all - 28 | 12% |
| B) somewhat - 60 | 26% |
| C) mostly - 88 | 38% |
| D) for sure - 54 | 23% |

Post-Test Results:

(212 participated)

1 - I know what career I would like to pursue after high school.

- | | |
|--------------|-----|
| A) yes - 165 | 78% |
| B) no - 47 | 22% |

2 - I think it is important for a junior high student to start career planning.

A) yes - 198	93%
B) no - 14	7%

3 - I know how to get information on various careers I am interested in.

A) not at all - 3	1%
B) somewhat - 20	9%
C) mostly - 66	31%
D) for sure - 123	59%

4 - I understand how my interests will help me choose a career I can be successful in.

A) not at all - 3	1%
B) somewhat - 15	7%
C) mostly - 54	25%
D) for sure - 140	66%

5 - I know how to choose elective classes that will help me with my career path.

A) not at all - 8	4%
B) somewhat - 21	10%
C) mostly - 68	32%
D) for sure - 115	54%

Large Group Closing the Gap Comparison Charts

SOJH 2006-2007

Pre -Test

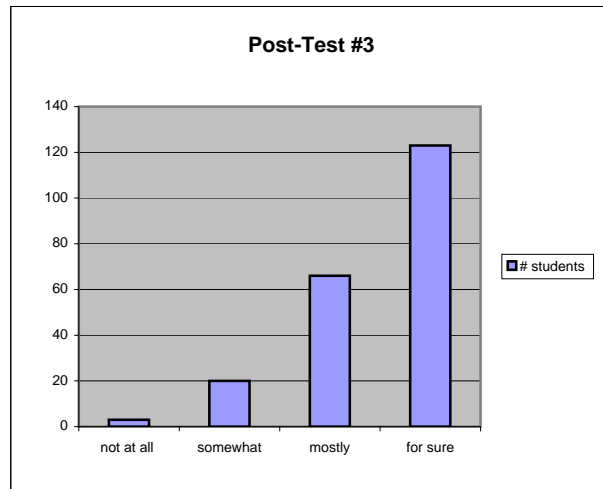
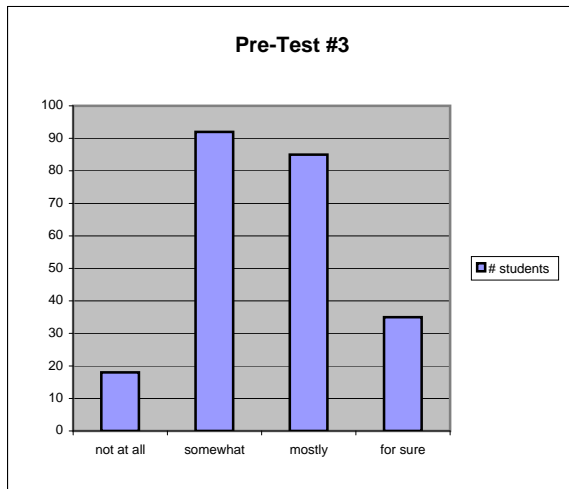
Post - Test

Question #3

	# students
not at all	18
somewhat	92
mostly	85
for sure	35

Question #3

	# students
not at all	3
somewhat	20
mostly	66
for sure	123

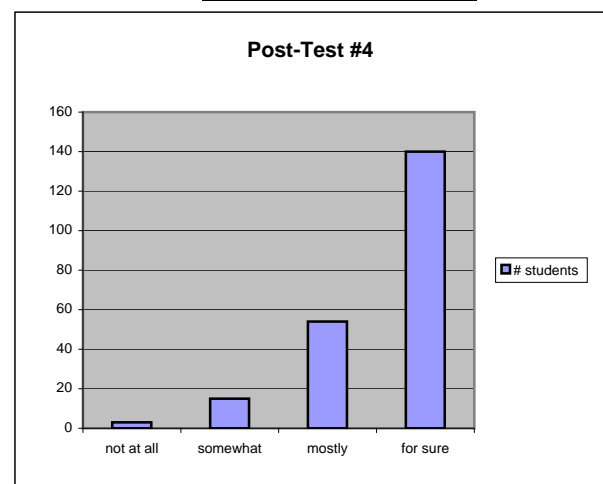
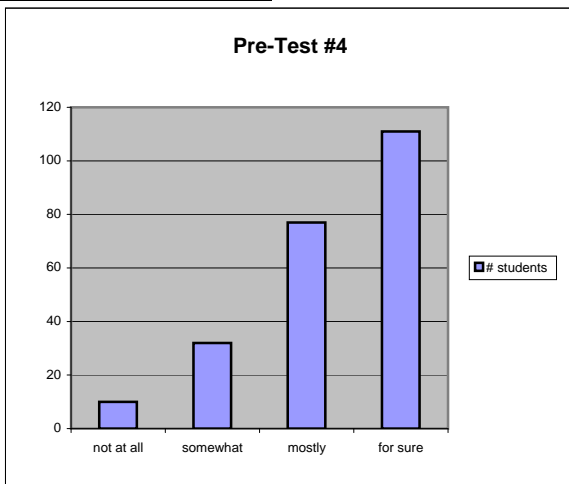


Question #4

	# students
not at all	10
somewhat	32
mostly	77
for sure	111

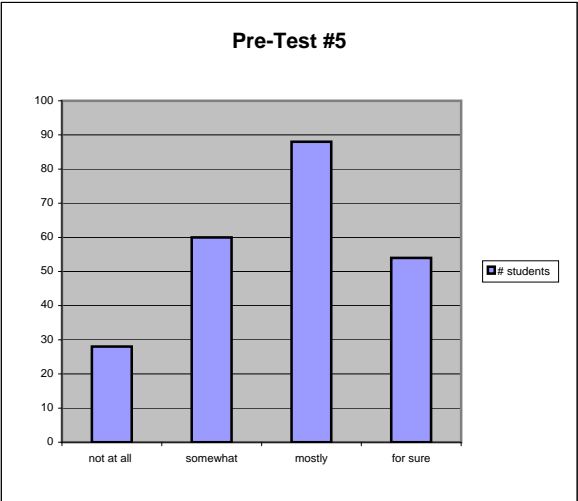
Question #4

	# students
not at all	3
somewhat	15
mostly	54
for sure	140



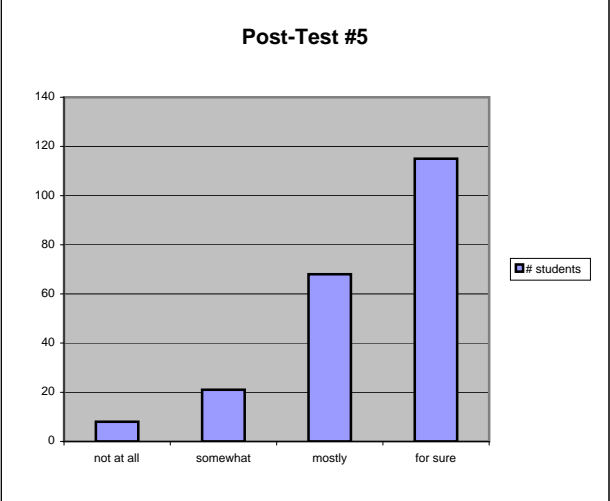
Question #5

	# students
not at all	28
somewhat	60
mostly	88
for sure	54



Question #5

	# students
not at all	8
somewhat	21
mostly	68
for sure	115





CCGP Data Project – Small Group Closing the Gap, 2007

Abstract

In this study, 39 junior high students at South Ogden Junior High were surveyed to obtain their preferences regarding the Power In You Tour and its effectiveness in empowering youth to stand up to bullying and labeling. Participants were selected from our Peer Leaders, Student Response Team, and PTSA members in order to determine if the Power In You Tour should be added to our anti-bullying intervention strategies. Overall, students reported an increase in self-esteem and an increase in knowledge about the effects of labeling after attending the conference. Participants reported this program was successful, and suggested that more students attend next year.

Utah CCGP – Closing the Gap Action Plan (Small Group) 2006-2007

School: South Ogden Junior High

District: Weber School District

Target group: Peer Leaders, Crisis Team members, PTSA members

Target group selection is based upon the following data/information/school improvement goal: To maintain safe school environment and improve student learning, help students develop appropriate social/interaction skills.

Intended student behavior	Identify the Utah CGP student outcome or Desired Result for Student Learning	Guidance Activity(ies) or intervention(s)	Resources & Staff Development Needed	Evaluation Method (How will you measure results?)	Start/ End Dates	Projected # of Students Impacted
<p>Increase student awareness about effects of harassment, bullying, labeling, etc.</p> <p>Empower students – stand up for yourself and others.</p>	<p>ASCA Standards Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect others</p> <p>DRSL: Personal and Social Responsibility</p>	<p>Power In You Tour – Dee Events Center October 10, 2006 10:00 AM – 12:00 PM</p>	<p>Transportation to and from school.</p> <p>1 teacher, 1 counselor, 3 PTA members as chaperones</p> <p>End of Conference Survey</p>	<p>End of Conference Survey</p> <p>Student Feedback</p>	<p>Oct. 2006 – Nov. 2006</p>	<p>110 Students invited to attend</p>

Bill Grilz
Principal's Signature

09/14/06
Date

09/14/06
Date of Staff Presentation

Glen Porter, Jennifer Paige
Prepared By

Utah CCGP - Closing the Gap Results Report (Small Group) 2006-2007

School: South Ogden Junior High

District: Weber School District

Counselor	Target Group	Curriculum and Materials	Start/End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)
Glen Porter Jennifer Paige	Peer Leaders Crisis Team Members PTSA Members Grades Breakdown: 9 th – 16 students 8 th – 12 students 7 th -10 students	Power In You Conference Survey Materials	10/01/06 – 11/01/06	39 students attended conference 38 students surveyed	74% of students surveyed reported they felt positive to very positive about themselves before the conference. 100% of students surveyed rated the conference positive/very positive Parent feedback – request more students attend conference next year Student feedback – “We are the ones that make a difference in teasing and bullying in school.” “Be more positive about others.”	13% increase in students' view of the importance of treating peers with respect. 29% of students surveyed felt very positive towards school before the conference. 76% of students surveyed felt very positive about doing their best in school after attending the conference.	Students indicated that they developed increased self-confidence. Increased awareness of the effects of labeling. Greater personal responsibility for self and others.

Bill Grilz
Principal's Signature

11/01/06
Date

11/01/06
Date of Staff Presentation

Glen Porter/Jennifer Paige
Prepared By

South Ogden Junior High
Closing The Gap - Small Group Survey Results
Power In You Tour - Oct. 10, 2006

39 students attended, 38 students surveyed

Students selected from Peer Leaders, Crisis Team Members, and PTSA Members

9th Grade
16

8th Grade
12

7th Grade
10

GPA of students involved ranged from 2.0 to 4.0

Approximate average GPA of students involved: 3.575

Scale:

1= very negative 2= negative 3= neutral or not applicable 4= positive 5= very positive

Before the Power Tour

1) How did you feel about yourself?

- 1 - 1 student
- 2 - 2 students
- 3 - 7 students
- 4 - 18 students
- 5 - 10 students

2) How did you feel about your peers?

- 1 - none
- 2 - 1 student
- 3 - 5 students
- 4 - 23 students
- 5 - 9 students

3) How did you feel about school?

- 1 - none
- 2 - none
- 3 - 13 students
- 4 - 13 students
- 5 - 11 students



After attending the Power Tour

4) How do you feel about your future?

- 1 - none
- 2 - 1 student
- 3 - 2 students
- 4 - 13 students
- 5 - 22 students

5) How do you feel about making positive choices - even when times are tough?

- 1 - none
- 2 - none
- 3 - 3 students

4 -23 students

5 - 12 students

6) Do you have a better understanding of people with challenges?

1 - none

2 - 1 student

3 - none

4 - 16 students

5 - 20 students

7) How will you treat peers?

1 - none

2 - none

3 - none

4 - 11 students

5 - 26 students

8) How much do you want to do your best in school?

1 - none

2 - none

3 - 1 student

4 - 7 students

5 - 29 students

9) How would you rate the overall Power Tour?

1 - none

2 - none

3 - none

4 - 10 students

5 - 28 students

Comments given by students surveyed:

Everyone has the power in themselves.

Treat others with respect.

Be more positive about others.

Help your peers.

We are the ones that make the difference in teasing in school and bullying.

Each and every person can make a difference.

Be nice to kids when they are getting picked on - and help them and become their friend.

Don't make fun of people because it can hurt them.

What you look like doesn't matter.

To not let people label you and stand up and be happy.

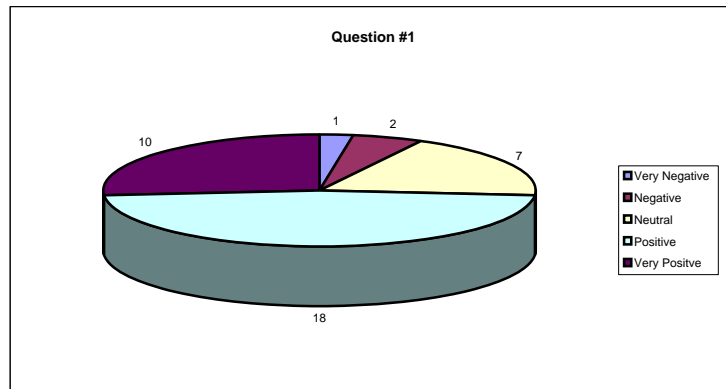
You shouldn't care about the negative stuff people say about you.

Be kind to everyone no matter what's wrong them.

South Ogden Junior High 2006-2007 - Small Group Results

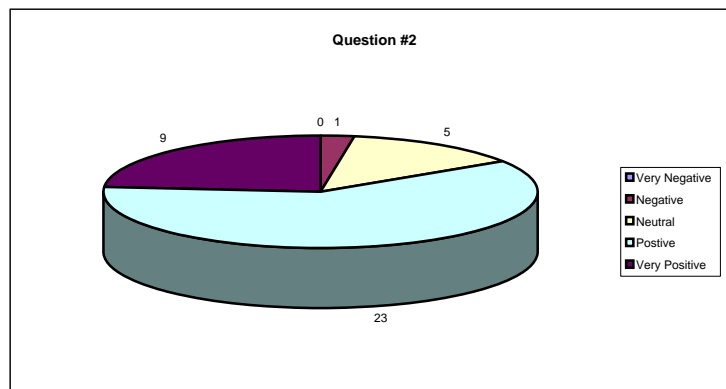
1 - How did you feel about yourself? (before conference)

	# of students
Very Negative	1
Negative	2
Neutral	7
Positive	18
Very Positive	10



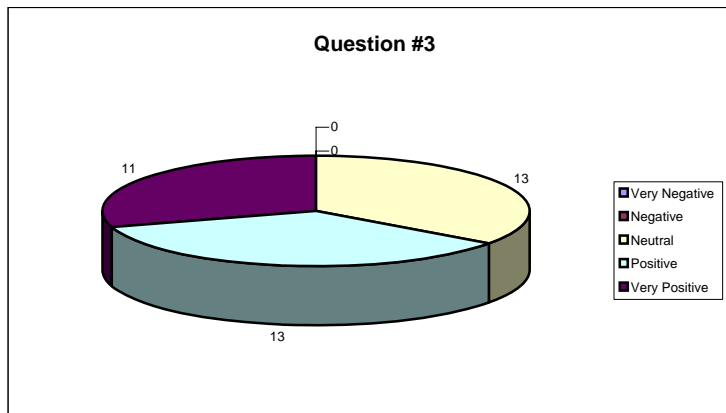
2 - How did you feel about your peers? (before conference)

	# of students
Very Negative	0
Negative	1
Neutral	5
Positive	23
Very Positive	9



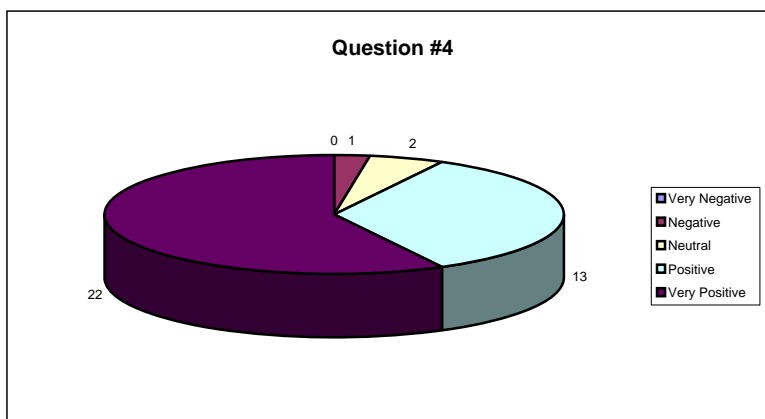
3 - How did you feel about school? (before conference)

	# of students
Very Negative	0
Negative	0
Neutral	13
Positive	13
Very Positive	11



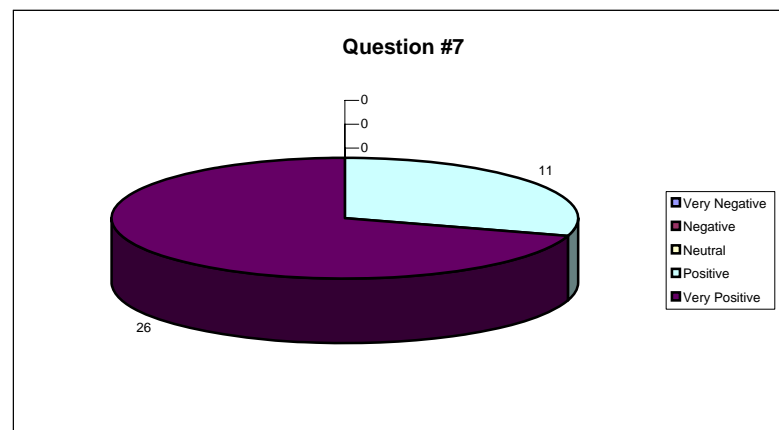
4 - How do you feel about your future? (after conference)

	# of students
Very Negative	0
Negative	1
Neutral	2
Positive	13
Very Positive	22



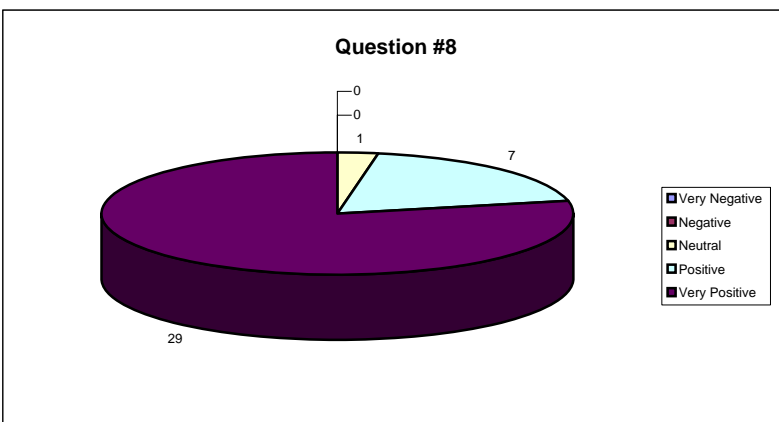
7 - How will you treat your peers? (after conference)

	# of students
Very Negative	0
Negative	0
Neutral	0
Positive	11
Very Positive	26



8 - How much do you want to do your best in school? (after conference)

	# of students
Very Negative	0
Negative	0
Neutral	1
Positive	7
Very Positive	29



CCGP Data Project Reports

Large Group

Abstract

The Counselor's targeted the 9th Grade student population who have failed one or more of their classes in any one quarter. This was also done to meet the Utah Graduation requirements. Number of students affected was 164. There was no pre or post testing used because it was subjective in the use of report cards. For students that fail the required core classes we do provide make-up packets and suggest ways to get credit completed. This project brings the level of awareness that grades to matter and making of good choices is the best direction.

Utah CCGP Guidance Activities Action Plan (Large Group) 2007-2008

School: Wahlquist Junior High

District: Weber School District

Target group (whole school, entire class or grade level): 9th Grade Class

Target group selection is based upon the following data/information/school improvement goal: DRSL Communication, Thinking & Reasoning

Guidance Lesson Content	Identify the Utah CGP student outcome or Desired Result for Student Learning	Curriculum and Materials	Project start/end dates	Projected number of students impacted	Lesson will be presented in which class or subject?	Evaluation methods (How will the results be measured? Pre/post tests, number of students retains, test scores, etc.)
Review graduation requirements and grade requirements for credit in both large and individual SEOP settings which will provide choices for positive outcomes leading to graduation.	DRSL's: Communication Thinking and Reasoning Skills	Graduation Requirements. 4 year plan. Power Point presentation. Failing letters home each quarter. Personal contact each quarter.	8/2007 5/2008	313	SEOP's large groups and Individual. Also going in the Social Studies and English classes for presentations. National Speaker assembly. Written plan for students who have lost credit.	Decrease the number of students failing and increase the number of students making classes up through packets and other means. Keeping the students online for graduation, because of the information dealing with graduation requirement and more choice to improve scores and habits.

Principal's Signature

Date

Date of Staff Presentation Prepared By

Haacke/Stettler/Farnsworth

Utah CCGP - Guidance Activities Action Plan Results Report (Large Group) 2006-2007

School: Wahlquist Junior High

District: Weber School District

Counselor	Target Group	Curriculum and Materials Used	Start End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)
Stettler Haacke Farnsworth	9 th Grade Students who failed one or more Core class.	Graduation Requirements	8/2006 5/2007	103	See Attached data	We saw a drop in each of the quarters for failing classes. There was an increase in the number of students because the total class of 9 th graders had increased, compared with the prior year. Also more makeup packets were picked up and returned for makeup credit.	More students have heard the reasoning of what failing classes can do to them and how it affects them on a personal level. More effort is placed to make sure classes and grades are watched and taken care of.

Principal's Signature

Date

Date of Staff Presentation

Haacke/Stettler/Farnsworth

Prepared By

9th Grade Loss of Credit

Data Project 2006-2007

Total 9th graders 285

Total 9th graders that failed at least one class - 164/285 57.5%

57.5% of all 9th graders have failed at least one class during the current school year.

Total number of classes failed by 9th grades - 342

Total number of 9th graders that failed 2 or more classes - 97/164 59%

54% of the 9th graders were repeaters (students who failed more than one class per current school year), even though they have been talked with, letters sent out, F&G's and had the loss of credit discussion and graduation requirements gone over.

<i>QTR - 1</i>	<i>QTR - 2</i>	<i>QTR - 3</i>
<i>53 students failed</i>	<i>48 students failed</i>	<i>55 students failed</i>
<i>100 classes</i>	<i>151 classes</i>	<i>168 classes</i>
<i>53%</i>	<i>31.7%</i>	<i>32.7%</i>

Total number of packets paid for and picked up by 9th graders - 35

Total number of packets returned and scored - 18 returned as of 5/15/2007

Make up packets have been developed for our Math, Social Studies, Science and English Classes. Packets were designed by the individual departments and cover material that was presented in the actual classroom per quarter. Students pay a nominal fee of \$35.00 for the packet. Once they have paid the fee and brought in the receipt a packet is given to them along with a contract which is signed by the student and instructions are given for the time or the 30 day duration of the packet and who will be the participating teacher, who will be scoring the Packet. Packets are a pass/fail credit basis and does not allow the F grade to be erased.

CCGP Data Project Reports, 2007

Closing the Gap Small Group Report

Abstract

In this study, we looked at all students with anger management and conflict issues. Curriculum and materials were used following the school's DRSL's in regards to Communication, Thinking and Reasoning Skills. This program started when school started and ended in May. We had 9 students start the program and 6 actually finished all of the lessons within the program. There was a pre and a post test given to check progress or the lack of. Attitudes towards anger and conflict have been modified on the short term. Long term will be monitored and additional help will be given as needed. Students were given skills to recognize and control Anger/Conflict and should be able to recognize the triggers of those issues.

Utah CCGP – Closing the Gap Action Plan (Small Group) 2007-2008

School: Wahlquist Junior High

District: Weber School District

Target group: All Students who have conflict/anger management issues

Target group selection is based upon the following data/information/school improvement goal: Students who are repeatedly referred by teachers, or are found with administrators or counseling office with conflict issues

Intended student behavior	Identify the Utah CGP student outcome or Desired Result for Student Learning	Guidance Activity(ies) or intervention(s)	Resources & Staff Development Needed	Evaluation Method (How will you measure results?)	Start/ End Dates	Projected # of Students Impacted
Reduce conflict within the school.	DRSL: Communication Thinking and Reasoning	Small Group counseling Small Group work sessions	Time to refer and implement. Referrals are collected, and meet with Administration, Discipline Aide(s), and Counselors. Telephone calls to parents. Permission Slips sent out & collected. Media Center scheduled. Call Slips& excused list for teachers are made. Schedule outside resources.	Pre and Post Test	8/2007 5/2008	25-30

Principal's Signature

Date

Date of Staff Presentation

Haacke/Stettler/Farnsworth

Prepared By

Utah CCGP - Closing the Gap Results Report (Small Group) 2006-2007

School: Wahlquist Junior High

District: Weber School District

Counselor	Target Group	Curriculum and Materials	Start/ End Date	Process Data (number of students affected)	Perception Data (pre and post test competency or student data)	Results Data (Changes in behavior, grades, attendance, achievement & related data)	Implications (What does the data tell you? What can the student do with this now?)
Stettler Haacke Farnsworth	All students with Anger Management and Conflict issues.	DRSL's: Communication Thinking & Reasoning Skills. The DRSL's were used along with outside Social Service Outreach staff, which came into the school and presented a series of Anger management/Conflict lessons.	8/2006 5/2007	9 students involved, 6 completed the program.	Pre and Post test attached. Student average increased from 35.3 on the Pretest to 46.3 on the Posttest.	Attitudes towards Conflict and Anger have been modified on the short term. Long term will be monitored and additional help will be given as needed,	Students have been given some skills to recognize and control Anger/Conflict and with those skills should be able to recognize some or all of the triggers.

Principal's Signature

Date

Date of Staff Presentation

Haacke/Stettler/Farnsworth
Prepared By